

# Hatfield Nursery Limited

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY259812                                      |
| <b>Inspection date</b>         | 03 December 2007                              |
| <b>Inspector</b>               | Sally Hall                                    |
| <b>Setting Address</b>         | 9 St. Margarets Road, Torquay, Devon, TQ1 4NW |
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| <b>Registered person</b>       | Janette Davidson                              |
| <b>Type of inspection</b>      | Integrated                                    |
| <b>Type of care</b>            | Full day care, Out of School care             |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Hatfield Nursery was first registered in October 2003 and is set in a large Victorian villa in Torquay. It is located near to the St Marychurch area and is just on the boundary of the Torquay Sure Start zone. The nursery is arranged over two floors, with children under two years of age accommodated on the ground floor and children over two years on the first floor. There are dedicated base rooms for different age bands as well as shared areas, such as a soft playroom and outdoor play area.

The nursery is open from 07:30 to 19:45, every day of the week, throughout the year. In addition to full day care, the nursery offer after school and holiday care for children up to the age of ten years. Currently, between four and eight children attend each evening. There are currently 95 children on roll, 29 of whom are in receipt of nursery education funding. Children are attending with learning difficulties and/or disabilities. The two owners are supported by a manager. One of the owners and the manager have completed the Early Year's Practitioner status. There are 17 childcare staff employed, all of whom have relevant early years qualifications and two students. The nursery is privately owned and managed and is one of the Torbay Neighbourhood Nurseries.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children play in a clean setting where standards of hygiene are promoted very well to prevent the risks of cross infection. Staff take responsibility for keeping their own rooms clean. They are vigilant during the day cleaning up any spillage of drinks at snack time and ensure tables are sterilised before meals. The sickness policy and the procedure for recording accidents is included in the prospectus for parents. This ensures they are well informed of the nursery policies and procedures should their child be unwell. Parental consents have been obtained to seek emergency medical advice or treatment. Staff are very vigilant in recording accidents and existing injuries children have on arrival and ensure the entries are countersigned by parents. Children learn about the importance of washing hands before meals and are able to be independent when using the toilets and can easily access the soap dispensers and paper towels. Excellent procedures are followed when changing babies' nappies. Staff wear disposable aprons and gloves and ensure the changing mat is sterilised after each use. Babies and toddlers are checked regularly to ensure they are changed swiftly. Babies have clean linen each day and cots are labelled with the child's name so it is clear where each child is sleeping for the day and prevents the risk of cots being used by more than one child. There is a no shoe policy in the baby room allowing the children to crawl on clean floors.

Children enjoy healthy and nutritious meals, which are prepared on the premises by a qualified chef. Fresh meat and fruit is purchased each day and healthy eating is promoted very well and includes the recommended five daily portions of fruit and vegetables. Dietary needs are recorded and met well, for example, children who have milk or egg allergies. The menu is displayed for parents. Babies' daily intake is recorded so parents are well informed of how their child has eaten. The meals are very well presented. Children eat heartily and learn to be independent with feeding themselves from a young age. Children have fresh fruit at snack time. Meals are a social occasion for the children where they learn good social skills. Older children can access their drinks independently and staff ensure all children have plenty of fluids.

Children have fresh air daily. They have a tarmac area to play where they play games, enjoy action songs, chalk on the tarmac, and have ride-on-toys. They learn to negotiate space. They also have an enclosed garden in which to explore and equipment to extend their role-play outside that includes a large wooden train and pirate ship as well as a soft play area indoors, which supports their physical play particularly in poor weather. They use scissors and manipulate play dough using their small muscles. Outings are planned during the year and children walk to local places of interest.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very caring and welcoming environment. They are accommodated in separate facilities depending on their age. The staff take a pride in their own rooms and display children's work attractively around the room and from the ceiling. Children choose from a good range of toys and resources, which include natural materials. Babies have treasure baskets, heuristic and sensory play. Children are supervised very well at all times. Close circuit television monitors the outside, the entrance, and hallway of the building. Access to the nursery is by a buzzer system, a member of staff admits parents and visitors. This ensures it is clear who is in the building at all times. Children learn to keep themselves safe, for example, older

children are clear of the procedure when using the stairs for outside play. Babies sleeping are checked regularly and can be easily seen at all times through a viewing mirror. Overall, sensible procedures are in place to minimise risks to children. However, some flexes from telephones and leads to computers and equipment are trailing and not all sockets are protected which could pose a risk to children. Good procedures are in place in the event of an emergency with fire drills displayed and equipment in place. Regular fire drills are conducted and the staff are very familiar with the procedure. Good procedures are in place for the transfer of children from school who attend the out-of-school club.

Children are further protected by the staff's secure knowledge of child protection procedures. They have completed training and are supported by the owner, who has an excellent understanding, and experience of dealing with child protection issues and procedures, and recently completed the Advanced Child Protection training.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very happy and settled. They relate well to each other and enjoy warm interactions with members of staff. Babies receive very good care to support their individual routines to provide opportunities to rest, play, learn, and develop their sensory awareness. Staff are confident in using the Birth to three matters framework and use this to plan and support each child's individual development and monitor their progress. Children have a gentle interaction when they transfer to their next room and information is shared to ensure a smooth transition. All staff caring for children under the age of three are confident in using the Birth to three matters framework and plan activities to extend children's learning and interests. Children learn to explore and investigate and have access to sand, water and play dough. They have a good range of creative activities planned and new experiences, for example, experimenting with different materials, such as flour, shredded paper, and being encouraged to use their own ideas when making cards. Children enjoy action songs, and stories. A music teacher visits once a week and children have access to a good range of musical instruments. Children minded after school arrive very happily and are familiar with the routine. They have the opportunity to relax at the end of the school day and have access to a range of toys and craft activities that they can opt in and out of doing. They enjoy creative activities and interact well with each other sharing their school news.

#### **Nursery Education:**

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals. Staff know the children well and plan appropriate targets for their next stage of development. The children have a keyworker. The staff are confident in using the Foundation Stage curriculum. Children's progress is monitored and recorded in their assessment records. Staff meet regularly to plan and evaluate sessions. However, the more able children do not always receive sufficient challenge to build on what they know and can do easily. The pace of sessions particularly at snack time and getting ready for outside play means that some children become restless. Children are keen to learn and listen well to instructions. They receive plenty of praise and encouragement and are keen to show their work. The children are eager to express themselves, talk confidently about their families and are eager to share their news and ask questions. They have themes planned as well as the opportunity for free play and role-play. They extend their role-play with the support of staff, for example, when dressing up as police officers and choosing favourite costumes. They have the opportunity to be creative and use their own imagination and ideas. They experiment with

paints, for example they know if they mix red and white they will get pink paint. They are eager to talk about what they are painting. They concentrate well at their chosen tasks and listen well at circle time and during stories. The staff are skilful in monitoring children's attention at story time so they do not become unsettled. Children freely access pencils, crayons, and scissors to make marks and write for a variety of purposes. They learn the concept of volume and have access to technology toys. Children have a self-registration system on arrival where they recognise their own name. They count regularly during the day, for example, when lining up for outside play. Children learn to be independent with putting their shoes and coats on for going outside to play and take a pride in being the helper for the day. They are encouraged to value books and take their turns in taking the dog home from 'Rufus House' and a book.

### **Helping children make a positive contribution**

The provision is outstanding.

Children receive excellent support throughout the nursery to ensure their individual needs are met. Children are encouraged to develop their confidence and self-esteem and to be thoughtful and kind to each other. Children benefit from the happy environment within the nursery and the caring commitment from all staff who work extremely well as a team. The staff know all the children well and ensure individual routines are met well. For example, when children wake after being asleep staff give them time, ensure they have a drink, and give them time to rejoin in activities and give up their comforts, such as their dummies, blanket or favourite toys that they have brought in from home. Children learn about their local community through outings, visitors to the setting, and celebrating festivals throughout the year to raise their awareness of diversity. Children enjoy participating in events, such as a carol concert and Christmas play in readiness to show their parents. Children's spiritual, social, moral, and cultural development is fostered.

Children with learning difficulties and/or disabilities are extremely well supported. Staff are supported by the manager who has completed training, is very aware of inclusion, and ensures that children's individual needs are met without impacting on other children. Children's progress is regularly reviewed and advice and support sought from outside agencies. Very good liaison with parents ensures consistency of care.

Children behave very well. Staff have completed in-house training and ensure consistency is followed throughout the nursery for dealing with behaviour management. Positive behaviour is encouraged extremely well and reward systems are in place to acknowledge children's progress or if a child has been kind. Children learn to share and take turns from a young age. They learn to value the resources and eagerly help to tidy up.

Children's parents are kept well informed on a daily basis of how their child has been. Babies' daily routines are recorded, they have a daybook for exchange of information with parents. Daily discussion takes place on arrival and departure to ensure parents and staff are well informed and parent's wishes are respected. There are informative notice boards throughout the nursery keeping parents up-to-date with information. The nursery operates an 'open door policy' with parents who are encouraged to stay with their child until they settle particularly for new placements. Parents have an informative prospectus and regular parent's evenings. Parent's views are sought through questionnaires.

Partnership with parents whose children are in receipt of nursery education funding is good. Parents are invited to parent's evenings, to discuss their child's progress and look at their work and assessments. They know their child's keyworker and have a daily up-date on what their

child has been doing and how they have been. The staff working with this age group have a good understanding of the importance to keep parents informed so they can extend their child's learning at home. Notice boards show the letter of the week and what the children are doing.

## **Organisation**

The organisation is good.

Children are cared for by well qualified, enthusiastic and experienced staff who have a secure understanding of children's different stages of development and are confident in using the Birth to three matters framework and Foundation Stage curriculum to support their planning and children's development. They work extremely well as a team, very clear of their roles and responsibilities and ensure children's needs are met and that they have a very happy caring environment as they learn. The staff know the children very well they know their likes, dislikes and how to deal with them, for example, when children wake after sleeping. The staff present as very positive role models for the children, who know they can trust them.

Children's play areas are organised well to provide the appropriate environment for each age group. Children's health and welfare are given high priority. Documentation is in place to support children's placements and policies and procedures in place to meet the standards and regulations. The nursery liaises with local schools in preparation for children moving on to school and have regular visits from the Reception Teacher.

Leadership and Management is good. The proprietors have a high commitment to providing quality care and education, and are involved on a daily basis with the support of a manager. There is a good induction procedure for new staff and all staff have regular staff appraisals. The management have a good overview of the daily running of the nursery and provide consistent support to the staff. Staff have regular team meetings and in-house and external training. They keep up-to-date with current legislation and regularly evaluate their practice.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, recommendations were made under the care inspection to develop procedures to ensure that information is shared appropriately to enable all staff to provide consistent support for any children with learning difficulties. The nursery have a nominated member of staff who liaises with all staff in the nursery and outside agencies. This ensures that children are well supported and their progress monitored. A further recommendation was made to review and update policies in relation to lost children, procedures relating to the registered premises and the child protection policy. These have all been implemented to ensure staff have all the relevant information in which to refer.

Recommendations were made under the education inspection to give increased attention in the planning, to timing and the pace of sessions to ensure that children are consistently and appropriately grouped. Children are now grouped appropriately a further recommendation is made following this inspection with regard to the pace of the session. Another recommendation, was made to ensure assessments are used effectively for all children to plan the next steps in their learning and the information is readily available to staff and parents. Assessments are now used effectively to support planning and parents are well informed of the progress their child is making. This ensures parents can support their child's learning at home.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure hazards are minimised in particular to trailing flexes.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review pace of sessions particularly at snack time and getting ready for outdoor activities.
- extend opportunities to challenge the more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)